**Using Source Material — Student Response Tool**

**Student Writer’s Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(Write the Name of the Student Who Wrote the Paper Here)

**Your Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_     **Today’s Date**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Using source material is a key move in college and career writing. This response tool is intended to help your peer use sources. Carefully read your peer’s written piece, then circle the response options listed below to help you respond:*

1. Does the writing use information from other sources? *(Circle one)*

**No sources** **One source** **Two sources** **Three or more sources**

2. When using ideas or information from others, does the writer give credit to those sources? *(Circle one)*

**No credit is given** **Some credit is given** **Adequate credit is given**

3. How does the writer use source material?

**Direct quotations** **Summarized or paraphrased material**

4. Does the writer clearly distinguish between his/her own ideas and the source material? *(Circle one)*

**Not clear** **Sometimes clear**  **Very clear**

5. Does the writer use a variety of signal phrases to indicate where source material is used? *(Circle one)*

**No signal phrases**  **Signal phrases are repetitive** **Varied signal phrases**

6. After the source material is used, does the writer comment on it or explain it? *(Circle one)*

**No commentary** **Some commentary** **Adequate commentary**

7. How well does the source material support the writer’s main claim? *(Circle one)*

**Does not support claim** **Somewhat supports claim** **Adequately supports claim**

8. Does the writing use source material for any of the following purposes? *(Circle all that apply)*



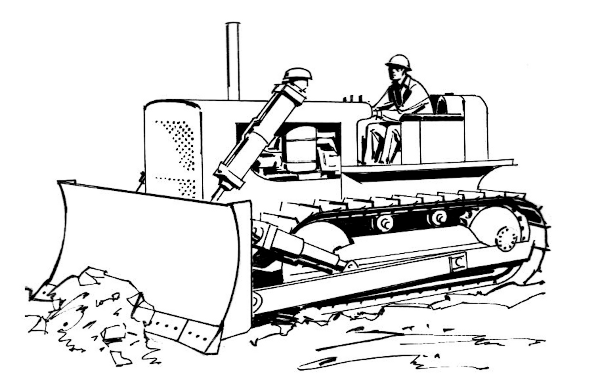
***Illustrating:*** *Using specific examples from the text to support the claim*

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***Authorizing****: Referring to an “expert” to support the claim*



***Extending****: Putting your own “spin” on terms & ideas you take from other texts*



***Countering*** *-- “Pushing back” against the text in some way (e.g., disagree with it, challenge something it says, or interpret it differently)*

***None of the above***

9. Based on your reading and your responses here, what do you see as the next steps for this writer?